**DAILY PLANNING SHEET**

**Name:** Bhavi Parekh **Date:** 3/24/18 **Class:** L02

**Unit /TOPIC:** Water

**Daily Schedule**

**8:00-8:30 Arrival/Hand wash/Breakfast**

**Standards**: D2: Physical Development 5c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively, Health and Well Being 7b) Exhibits self-help sills when dressing, clearing up, participating in meals etc. D3: Relationships with others 4b) Interacts with other others (conversations), Accountability 6b) Engages easily in routine activities (snack time, story time etc.)

**8:30-8:50 Class Meeting, “Circle Time” Mini-lesson**

Sing Good Morning song as a group

**Standards**: D5: Music 3a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments, remove one and ask the children to recall what was taken away.

**Curriculum/Unit sub-topic Focus:** What does water do?

***Objective****:* Children will learn what sink and float means

***Materials***: water, container, sink and float items

***Procedure****:* Invite children to place objects in container and observe what happens. Have them make predictions on what they think will happen

***Question of the day:*** Which items will sink and which will float? (chart answers)

**Standards:** PK.CKW.2 (Science): Tests predictions through exploration and experimentation.

**8:50-10:00 Learning Centers / Small Group Work**

***1. Learning Center****:* Art Center

*Theme Activity:* Children will create tissue paper water art. Place tissue on paper and spray them with spray bottles. Color will transfer to paper

**Standards:** PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

***2. Learning Center****:* Science

*Theme Related Activity:* Children will sort animals in land and water

**Standards:** D5: d) Observes and discusses similarities, differences, and categories of plants and animals.

***3.Learning Center***: Science center

*Theme Related Activity:* Children will use water bottles with metal items inside. Children will use magnets to move these items around

**Standards**: D2 Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

**10:00-11:00 Gross Motor Activity & Standards:**

Children will move using gross motor activities including dancing, jumping, running, kicking, skipping, walking, hopping etc.

**Standards:** Standard: Physical Development—A**)** Demonstrates appropriate body awareness when moving in different spaces. B) Demonstrates coordination and control of large muscles. C) Maintains balance during sitting, standing, and movement activities. D) Runs, jumps, walks, in a straight line, and hops on one foot. E) Combines a sequence of large motor skills with and without the use of equipmentF) Peddles a tricycle. G) Navigates age appropriate playground equipment.H) Throws catches or kicks a large lightweight ball. I) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.

**11:00-11:15 Read-Aloud/ Mini Meeting**- Float by Daniel Miyares

**Questions**: • What did the boy make out of newspaper?

• The boy put his boat in puddles outside. Where did the puddles come from?

• How did the boy feel when his boat got wrecked in the river? How do you know?

**11:15- 11:45 Lunch Time**

**Standard**: D2: Physical development a) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. Health and Well being a) Exhibits self-help skills when cleaning up and participating in meals

**11:45- 12:30 Rest Time**

**12:30-1:40 Learning Centers (continued)**

**1:40-2:00 Snack Time**

**Standard**: D2: Physical development a) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. Health and Well being a) Exhibits self-help skills when cleaning up and participating in meals

**2:00- 2:20 Recall and Dismissal**

**Standards**: Health and Well Being 7b) Exhibits self-help sills when dressing, clearing up, participating in meals etc.

e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc. e) Uses buttons, zippers, snaps, and hook and loop tape successfully.

**Assessment Opportunity Small Group Experience**: Sink vs. Float

The following assessment rubric will be used for observations during activity

PKFCC Focus Standard: PK.CKW.2 (Science): Tests predictions through exploration and experimentation. Authentic Assessment Alignment: WSS: IV.A.3: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds TSG: 24: Uses scientific inquiry skills COR: CC: Experimenting, predicting and drawing conclusions

Child’s Name Makes Predictions Tests predations Notes

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